

ROSEWOOD ELEMENTARY

2240 Rosewood Drive
Rock Hill, South Carolina 29732

GRADES K-5 Elementary School

ENROLLMENT 576 Students

PRINCIPAL Stephen Ward 803-981-1540

SUPERINTENDENT Dr. Randy Bridges 803-981-1000

BOARD CHAIR Kathy Pender 803-980-5512

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 25 | 36 | 2 | 0 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

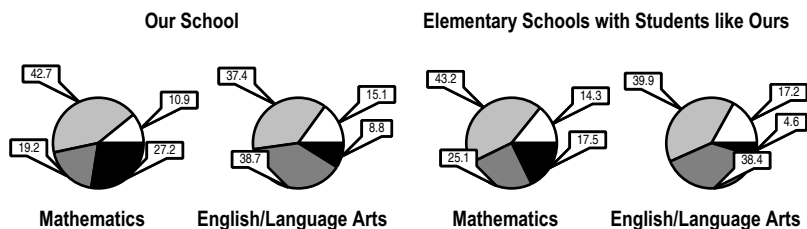
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Excellent | Below Average | Yes |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 37 | 99 | 69 |
| Percent satisfied with learning environment | 86.1% | 81.8% | 88.2% |
| Percent satisfied with social and physical environment | 97.3% | 75.8% | 78.8% |
| Percent satisfied with home-school relations | 94.4% | 90.9% | 89.7% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 259 | 99.6 | 15.1 | 37.4 | 38.7 | 8.8 | 47.5 | 17.6 |
| Gender | | | | | | | | |
| Male | 140 | 99.3 | 18.3 | 38.2 | 35.9 | 7.6 | 43.5 | 17.6 |
| Female | 119 | 100.0 | 11.2 | 36.4 | 42.1 | 10.3 | 52.3 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 157 | 99.4 | 8.8 | 34.0 | 44.9 | 12.2 | 57.1 | 17.6 |
| African-American | 71 | 100.0 | 26.6 | 42.2 | 26.6 | 4.7 | 31.3 | 17.6 |
| Asian/Pacific Islander | 10 | 100.0 | N/A | 30.0 | 70.0 | N/A | 70.0 | 17.6 |
| Hispanic | 20 | 100.0 | 37.5 | 50.0 | 12.5 | N/A | 12.5 | 17.6 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 230 | 100.0 | 11.0 | 38.1 | 41.4 | 9.5 | 51.0 | 17.6 |
| Disabled | 29 | 96.6 | 46.4 | 32.1 | 17.9 | 3.6 | 21.4 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 259 | 99.6 | 15.1 | 37.4 | 38.7 | 8.8 | 47.5 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 249 | 99.6 | 13.0 | 37.8 | 40.0 | 9.1 | 49.1 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 87 | 100.0 | 31.0 | 42.3 | 22.5 | 4.2 | 26.8 | 17.6 |
| Full-pay meals | 172 | 99.4 | 8.4 | 35.3 | 45.5 | 10.8 | 56.3 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 259 | 100.0 | 10.9 | 42.7 | 19.2 | 27.2 | 46.4 | 15.5 |
| Gender | | | | | | | | |
| Male | 140 | 100.0 | 12.1 | 41.7 | 20.5 | 25.8 | 46.2 | 15.5 |
| Female | 119 | 100.0 | 9.3 | 43.9 | 17.8 | 29.0 | 46.7 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 157 | 100.0 | 2.7 | 40.5 | 23.6 | 33.1 | 56.8 | 15.5 |
| African-American | 71 | 100.0 | 28.1 | 45.3 | 10.9 | 15.6 | 26.6 | 15.5 |
| Asian/Pacific Islander | 10 | 100.0 | N/A | 30.0 | 20.0 | 50.0 | 70.0 | 15.5 |
| Hispanic | 20 | 100.0 | 25.0 | 56.3 | 12.5 | 6.3 | 18.8 | 15.5 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 230 | 100.0 | 8.6 | 42.4 | 19.5 | 29.5 | 49.0 | 15.5 |
| Disabled | 29 | 100.0 | 27.6 | 44.8 | 17.2 | 10.3 | 27.6 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 259 | 100.0 | 10.9 | 42.7 | 19.2 | 27.2 | 46.4 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 249 | 100.0 | 9.5 | 42.9 | 19.9 | 27.7 | 47.6 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 87 | 100.0 | 23.9 | 53.5 | 12.7 | 9.9 | 22.5 | 15.5 |
| Full-pay meals | 172 | 100.0 | 5.4 | 38.1 | 22.0 | 34.5 | 56.5 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 98 | N/A | 12.2 | 35.7 | 44.9 | 7.1 | 52.0 |
| | Grade 4 | 113 | N/A | 21.8 | 45.5 | 29.1 | 3.6 | 32.7 |
| | Grade 5 | 107 | N/A | 12.6 | 49.5 | 35.9 | 1.9 | 37.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 83 | 100.0 | 5.3 | 21.1 | 50.0 | 23.7 | 73.7 |
| | Grade 4 | 78 | 100.0 | 13.9 | 34.7 | 48.6 | 2.8 | 51.4 |
| | Grade 5 | 98 | 99.0 | 24.4 | 53.3 | 21.1 | 1.1 | 22.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 98 | N/A | 22.4 | 36.7 | 21.4 | 19.4 | 40.8 |
| | Grade 4 | 113 | N/A | 25.5 | 37.3 | 26.4 | 10.9 | 37.3 |
| | Grade 5 | 107 | N/A | 14.6 | 47.6 | 24.3 | 13.6 | 37.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 83 | 100.0 | 7.9 | 36.8 | 17.1 | 38.2 | 55.3 |
| | Grade 4 | 78 | 100.0 | 8.3 | 33.3 | 22.2 | 36.1 | 58.3 |
| | Grade 5 | 98 | 100.0 | 15.4 | 54.9 | 18.7 | 11.0 | 29.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 576) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 1.9% | Down from 2.2% | 1.8% | 2.4% |
| Attendance rate | 96.2% | Down from 96.7% | 96.2% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 18.4% | Up from 13.0% | 23.6% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 8.1% | Down from 8.7% | 7.0% | 8.0% |
| Older than usual for grade | 0.7% | Up from 0.3% | 0.5% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 36) | | | | |
| Teachers with advanced degrees | 47.2% | Down from 58.5% | 54.2% | 50.0% |
| Continuing contract teachers | 83.3% | Down from 87.8% | 88.2% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 86.5% | Down from 92.6% | 88.4% | 86.2% |
| Teacher attendance rate | N/R | N/R | 95.8% | 95.3% |
| Average teacher salary | \$42,522 | Down 1.3% | \$42,081 | \$39,909 |
| Prof. development days/teacher | 13.9 days | Up from 9.6 days | 10.2 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 5.0 | 4.0 |
| Student-teacher ratio | 20.3 to 1 | Down from 20.4 to 1 | 20.0 to 1 | 18.9 to 1 |
| Prime instructional time | N/R | N/R | 90.9% | 89.7% |
| Dollars spent per pupil* | \$4,419 | Up 1.3% | \$5,495 | \$5,892 |
| Percent spent on teacher salaries* | 77.1% | Up from 76.5% | 68.1% | 66.6% |
| Opportunities in the arts | Excellent | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | no | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rosewood Elementary consists of grades K5-5 with an enrollment of 576. The faculty consists of 39 certified teachers, 22 with master's degrees, 6 with 30 hours beyond, and 7 Nationally Board Certified Teachers. Also, we have 15 support staff members serving in the following areas: the Exceptional Children's Program; the regular classroom; the Recovery Room; the ESL Program; Technology support; and the Visually Impaired.

Rosewood is presently pursuing the authorization process to be recognized as an International Baccalaureate Primary Years Program School. As a PYP school, we have integrated the state standards in all content areas into six themes. The school has conducted curriculum mapping and developed thirty-six unit planners beginning in K5 through grade 5. The units are spiral and are not repeated in content or activities. This year, all children began formal instruction in French, our adopted second language.

We pursue many innovative programs such as cooperative learning, early intervention of academic/behavioral difficulties, and teaching of language arts through a variety of methods including whole language, interdisciplinary units, and the Four Blocks Model for emergent reader literacy. Technology is integrated into the curriculum and used to support the daily operations of the school. Students are motivated to read through an Accelerated Reader program. Two Reading Recovery teachers provide early intervention for children in grade 1. Grade 2 students receive further intervention through small literacy groups. An extended learning day provides instruction and supervision of students after dismissal through two programs: Voyager and a tutorial program.

Community interaction is vital to the success of Rosewood students. Our business partners include Burger King, Chick-Fil-A, CiCi's Pizza, Clinton Family Ford, Comporium Telecommunication, First Union Bank, Gold's Gym, Golden Corral, Harris Teeter, Howie Cattle Farm, Palmetto Landscape, and Roller Magic. Our faith partnership is with the Church of North Rock Hill and our school partnership is with the French Department of Northwestern High School. The PTO is active in fund-raising and volunteering in the classrooms. Seven thousand volunteer hours have been contributed to the school this year. The School Improvement Council and the PTO have both received the prestigious State Board of Education Volunteer Award.

Rosewood has received honors at the state level. The "Red Carpet Award" and the "School Of Promise Award" are two such awards. This year, Rosewood was the only school in the state to receive the prestigious "SC Literacy Spot Award" recognizing the school's initiatives in reading and language arts. Stephen Ward, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.